

MEASURES OF STRUCTURE, COST, AND SUPPORT FOR PROGRAM IMPLEMENTATION

Title V State, Competitive, and Departmental Sexual Risk Avoidance Education (SRAE) grantees report the following performance measures covering program implementation. Measures are reported at the grantee, provider, and program levels.

Grantee-Level Measures

The grantee is the agency or organization that receives the SRAE funding directly from the Family & Youth Services Bureau (FYSB) and has fiduciary and administrative responsibility for the grant. The following measures will be reported for each grantee:

SRAE OPERATIONAL STATUS RELATED TO COVID-19

Experienced any interruptions of SRAE administrative operations during the reporting period due to COVID-19 (Yes/No)

Experienced any interruptions of SRAE services to youth during the reporting period due to COVID-19 (Yes/No)

GRANT FUNDS

Total amount of SRAE grant funding obligated (including any carryover funds) during the reporting period

Percentage of total SRAE grant funding obligated for...

- Direct service provision (youth programming)
- Training, technical assistance, and monitoring conducted at the grantee level
- Evaluation and/or research
- Administrative purposes at the grantee level

STAFFING

Number of grantee staff involved in overseeing SRAE

Number of grantee full-time equivalents (FTEs) involved in overseeing SRAE

Include grantee staff, such as SRAE program directors and program coordinators, who were directly responsible for administering, managing, and overseeing the SRAE program. Grantee staff who provide programming directly to youth but do not oversee SRAE should instead be counted in the measure of facilitators on page 4. If staff play both roles, they should be included in both measures.

OBSERVATIONS, TECHNICAL ASSISTANCE, AND TRAINING

Grantee or its designee observed program delivery to monitor quality and fidelity to program models (Yes/No)

- *If yes, indicate the types of organizations that conducted observations.*
 - Grantee
 - Developer
 - Training or technical assistance partner
 - Evaluation partner
 - Program provider

Grantee or its designee provided technical assistance to support program implementation (Yes/No)

- *If yes, indicate the types of organizations that provided technical assistance.*
 - Grantee
 - Developer
 - Training or technical assistance partner
 - Evaluation partner
 - Program provider

Grantee or its designee conducted training of facilitators who deliver the program (or of other staff who might train facilitators) (Yes/No)

- *If yes, indicate the types of organizations that trained program facilitators.*
 - Grantee
 - Developer
 - Training or technical assistance partner
 - Evaluation partner
 - Program provider

NUMBER OF PROVIDERS

Number of providers funded

Number of new providers

NUMBER OF YOUTH TO BE SERVED

Targeted number of youth to be served by the grantee during the reporting period
(either in the original application or approved by the grantee’s federal project officer)

Provider-Level Measures

A provider is an organization or agency that provides core SRAE programming directly to youth—for example, nongovernmental and nonprofit organizations; local government agencies (such as school districts, individual schools, county health departments); or state government agencies (such as departments of education or corrections) that are directly responsible for operating SRAE-funded programs. Grantees might serve as providers and, in some cases, might be the only provider. Other grantees partner with one or more subrecipient providers. (A subrecipient is an organization that receives SRAE funds indirectly, from an SRAE grantee, rather than directly from FYSB.) *Do not include partners or subcontractors that support your SRAE grant in other ways but do not provide direct programming to youth.* The following measures will be reported for each provider.

PROVIDER FUNDS

SRAE annual award amount for current grant year

Amount of non-SRAE funding received during current reporting year to support SRAE programming

PROVIDER STAFF ADMINISTERING SRAE

Number of provider staff involved in administering SRAE programs

Number of provider FTEs involved in administering SRAE programs

Include provider staff, such as SRAE program directors and program coordinators, who were directly responsible for administering, managing, and overseeing the SRAE program for the provider. Staff who provide programming directly to youth but do not oversee SRAE should instead be counted in the measure of facilitators later on this page. If staff play both roles, they should be included in both measures.

PROVIDER STATUS

Provider was new for the reporting period (Yes/No)

Provider served youth during the reporting period (Yes/No)

- *If the provider did not serve youth during the reporting period, do not enter any additional data for this provider.*

FACILITATORS

Number of SRAE facilitators working for provider

FACILITATOR TRAINING AND OBSERVATIONS

Number of SRAE facilitators trained in delivering core curriculum

Number of SRAE facilitators observed exactly once

Number of SRAE facilitators observed at least twice

IMPLEMENTATION CHALLENGES AND NEEDS FOR TECHNICAL ASSISTANCE

Implementation challenges experienced by provider. *Response options for each challenge include not a problem, somewhat a problem, or a serious problem.*

- Recruiting youth
- Keeping youth engaged
- Getting youth to attend regularly
- Recruiting qualified staff
- Ensuring facilitators understand content
- Covering program content
- Staff turnover
- Negative peer reactions
- Youth behavioral problems
- Natural disasters
- Program facilities
- Obtaining buy-in or support from key stakeholders
- Parent support or engagement
- Other (specify)

Interest in receiving technical assistance for implementation factors. *Response options for each implementation factor include not interested, because already received; not interested; somewhat interested; and very interested.*

- Recruiting youth
- Keeping youth engaged in program sessions
- Getting youth to attend regularly
- Recruiting qualified staff
- Training facilitators

- Retaining staff
- Minimizing negative peer reactions
- Addressing youth behavioral issues
- Obtaining buy-in or support from key stakeholders
- Evaluation (for example, how to select or manage an evaluator, data collection, data analysis, and report writing)
- Parent support and engagement
- Other (specify)

Program-Level Measures

The program model includes the core curriculum plus other lessons or activities that can be integrated with the core curriculum to meet the SRAE funding objectives. The following measures will be reported for each program model:

PROGRAM DELIVERY AND CONTENT

Number of intended program delivery hours

Name of the program's core curriculum

SRAE topics¹ addressed by the core curriculum.

Indicate which of the following are addressed by the core curriculum:

Teaching the benefits of:

- Refraining from nonmarital sexual activity (B)
- Self-regulation (A)
- Goal setting (A)

and resisting:

- Sexual coercion (F)
- Dating violence (F)
- Other youth risk behaviors, such as alcohol, tobacco, and other drug use (E)

*The **number of intended program delivery hours** should include the hours for all defined SRAE programming, which could include a specific curriculum plus any additional hours of programming added to meet SRAE goals.*

¹ The letter in parentheses after each of these measures indicates which of the A-F topics in the Title V, Section 510 legislation it aligns with:

- The holistic individual and societal benefits associated with personal responsibility, self-regulation, goal setting, healthy decision-making, and a focus on the future.
- The advantage of refraining from non-marital sexual activity in order to improve the future prospects, and physical and emotional health of youth.
- The increased likelihood of avoiding poverty when youth attain self-sufficiency and emotional maturity before engaging in sexual activity.
- The foundational components of healthy relationships and their impact on the formation of healthy marriages and safe and stable families.
- How other youth risk behaviors, such as drug and alcohol usage, increase the risk for teen sex.
- How to resist and avoid, and receive help regarding sexual coercion and dating violence, recognizing that even with consent teen sex remains a youth risk behavior.

- Success sequence for poverty prevention (C)
- Healthy relationships (D)

Any other program elements—such as supplemental curriculum, guest speakers, or other program activities that are not part of the core curriculum—address SRAE topics (Yes/No)

- *If yes, indicate which of the SRAE topics listed above are addressed through the supplemental program elements.*

TARGET POPULATIONS

Target populations for the program.

Indicate which, if any, of the youth groups listed are distinctly targeted and recruited for the provider’s program.

- Youth in high-need geographic areas
- Youth in foster care
- Homeless or runaway youth
- Youth living with HIV/AIDS
- Pregnant or parenting youth
- Hispanic/Latino youth
- African American youth
- Native American youth
- Youth in adjudication systems
- Male youth
- Out-of-school or dropout youth
- Youth in residential treatment for mental health issues
- Trafficked youth
- LGBTQ youth

*Grantees should only report populations that the program distinctly targets and recruits as **target populations for the program**. For example, grantees should select “Youth in foster care” if those youth were specifically targeted, even if no youth in foster care were actually served. Conversely, if youth in foster care were not specifically targeted, but some of the youth served happened to be in foster care, that group should not be reported for this measure.*

Additional information about the Sexual Risk Avoidance Education (SRAE) performance measures is available at www.sraepas.com. For further support, contact the Public Strategies SRAE Performance Measures technical assistance team at www.sraepas.com/contact or call toll-free 833-797-0166.